A

Absent nurses, Buchan J, 13:5, 28

Allen A, Changing theory in nursing practice, 13:1, 43

Antrobus S, Nursing's nature and boundaries, 13:2, 46

APL – vital link to the EN conversion course, Greaves J, 13:3, 40

Applin L, Report writing for managers, 13:3, 7

Appraisal, Northcott N, 13:1, 14

Ashmore R, Ramsamy S, The concept of 'gaze' in mental health nursing, 13:1, 46 Atkinson I *see* McHaffie H

Auditing clinical placements, Lauder W, 13:1, 34

В

Balogh R, Bond S, Nursing at a managerial crossroads? 13:4, 7

Beginning of the end of andragogy, The, Morrall P, 13:5, 42

Birch J, The nurse's role in purchasing, 13:1, 18

Black N see Jones J

Bond M, With mothers in mind, 13:3, 23

Bond S see Balogh R

Boorman L see Robinson J

Braithwaite D, Stark S, The ENB framework and higher award, 13:2, 12

Braithwaite D, Stark S, Shattock A, ENB framework and higher award, 13:3, 49 Brierley S, Taking forward your human resource agenda, 13:6, 5

Buchan J, Absent nurses, 13:5, 28

- International difficulties, 13:2, 29
- Pay and performance, 13:1, 29
- Under evaluation, 13:6, 29

— Thomas S, Further flexing? 13:3, 28 Burroughs J, Research-based approach to nursing care, 13:6, 46

Burrow S, The role conflict of the forensic nurse, 13:5, 20

C

Career paths of nurse graduates, Winson G. 13:1, 50

Care for the mentally ill, Rye D, 13:5, 3 Caring on the outside, Thomas S, 13:4, 28 Case for humanism in nurse education, A, Woodrow P, 13:5, 46

Cavanagh S, Coffin D, Teaching nursing research, 13:4, 51

Cavanagh S, Snape J, Nurses under stress, 13:2, 40

Chambers M, Coates V, Research in nursing, part 2, 13:1, 40

Chambers M, Haughey A, Preparing undergraduate nurses to care for dying patients, 13:6, 23

Chambers M see Long A
Changing theory in nursing practice, Allen

A, 13:1, 43

Citizenship and user-involvement in health provision, Higgins R, 13:4, 14

Classroom observation research, Howard D,13:2, 51

Close A, MacNeil M, Quality strategy in nurse education, 13:5, 52

Coates V see Chambers M

Coffin D see Cavanagh S

Comparing degree and diploma courses, Winson G, 13:5, 37

Concept of 'gaze' in mental health nursing, The, Ashmore R, Ramsamy S, 13:1, 46 Cooper F see Crotty M

Coping with disability, McHaffie H, Atkinson I, 13:2, 43

Cowley S see Mackenzie A

Crotty M, Developing links to higher education institutions, 13:2, 18

- Nurse teachers, 13:3, 42

— The nurse teacher's new clinical role, 13:5, 35

— Teaching and learning activities in Project 2000, 13:6, 10

— Reed S, Cooper F, Foster H, Perceived value of the ENB framework, 13:4, 47

D

Death and dying, oh no! Lavery M, 13:6,

Degrees of change, Edwards B, 13:2, 7 Developing links to higher education institutions, Crotty M, 13:2, 18 Dudley L, Preparing the way for Project

2000 students, 13:6, 7

3

Edwards B, Degrees of change, 13:2, 7 Elliott P, Locality-based teaching, 13:2, 35 Emotional pain in terminal illness, Nyatanga B, 13:3, 46

ENB framework and higher award, The, Braithwaite D, Stark S, 13:2, 12 ENB framework and higher award, Braithwaite D, Stark S, Shattock A, 13:3, 49 Ethical boundaries, Savage P, 13:3, 5

F

Foster H see Crotty M

Fox J, Nyatanga L, Placing APL on the agenda, 13:2, 32

Further flexing? Buchan J, Thomas S, 13:3, 28

G

Greaves J, APL - vital link to the EN conversion course, 13:3, 40

H

Hand-held computers in clinical audit, Robinson D, 13:3, 14 Haughey A *see* Chambers M Higgins R, Citizenship and user-involvement in health provision, 13:4, 14 HIV mistreatment, Jones H, 13:6, 19

Howard D, Classroom observation research, 13:2, 51

I

Initiative within higher education, An, Murray E, 13:2, 22

Insider ethnographies, Ryan T, 13:6, 36 International difficulties, Buchan J, 13:2, 29

Irving P see Long A

J

Johns C, Team and primary nursing: a reply, 13:1, 32

Jones H, HIV mistreatment, 13:6, 19 Jones J, Black N, Sanderson C, Levels of nurse staffing, 13:1, 20

L

Lauder W, Auditing clinical placements, 13:1, 34

— Liberal education and the purchaser-provider link, 13:4, 39

Lavery M, Death and dying, oh no! 13:6, 32

Leading questions, Rye D, 13:2, 3

Lee H, Planning for future stability and growth, 13:1, 10

Levels of nurse staffing, Jones J, Black N, Sanderson C, $13:1,\ 20$

Liberal education and the purchaser-provider link, Lauder W, 13:4, 39

Locality-based teaching, Elliott P, 13:2, 35 Long A, Chambers M, Mental health in action, 13:5, 7

Long A, Irving P, The nurse's counselling role in health promotion, 13:6, 15

M

McHaffie H, Atkinson I, Coping with disability, 13:2, 43

Mackenzie A, Twinn S, Cowley S, Shared practice in community nursing, 13:4, 36 MacNeil M see Close A

Mallik M, Theory-to-practice links, 13:4, 41

Managing change in organisations, Spencer A, 13:3, 18 Managing educational change, Stanton A, 13:2, 5

Managing organisational stress, O'Kell S, part 1, 13:3, 9; part 2, 13:4, 10

Mental health in action, Long A, Chambers M, 13:5, 7

Morrall P, The beginning of the end of andragogy, 13:5, 42

Murray E, An initiative within higher education, 13:2, 22

N

Neary M, Teacher preparation into the 21st century, 13:3, 32

North N, Residualism by attrition, 13:4, 5 Northcott N, Appraisal, 13:1, 14

Nurse-patient relationship, The, Taylor M, 13:5, 14

Nurse's counselling role in health promotion, The, Long A, Irving P, 13:6, 15

Nurse's role in purchasing, The, Birch J, 13:1, 18

Nurses under stress, Cavanagh S, Snape J, 13:2, 40

Nurse teachers, Crotty M. 13:3, 42

Nurse teacher's new clinical role, The, Crotty M,13:5, 35

Nursing at a managerial crossroads? Balogh R, Bond S, 13:4, 7

Nursing futures, Tate C, 13:5, 3

Nursing's nature and boundaries, Antrobus S. 13:2, 46

Nursing theory vs nursing practice, Powe A, 13:5, 32

Nyatanga B, Emotional pain in terminal illness, 13:3, 46

Nyatanga L see Fox J

O

O'Kell S, Managing organisational stress, part 1, 13:3, 9; part 2, 13:4, 10

p

Paradox of Parse's theory, The, Wimpenny P, 13:5, 10

Patient-teaching, Toms E, 1

Pay and performance, Buchan J, 13:1, 29 Perceived value of the ENB framework, Crotty M, Reed S, Cooper F, Foster H, 13:4, 47

Placing APL on the agenda, Fox J, Nyatanga L, 13:2, 32

Planning for future stability and growth, Lee H, 13:1, 10 3:1, 37

Powe A, Nursing theory vs nursing practice, 13:5, 32

Preparing the way for Project 2000 students, Dudley L, 13:6, 7

Preparing undergraduate nurses to care for dying patients, Chambers M, Haughey A, 13:6, 23

Price B, Profiling the high-risk altered body image patient, 13:4, 17

Profile of part-time students, A, Stark S, Redding M, 13:6, 48

Profiling the high-risk altered body image patient, Price B, 13:4, 17

Project management, Swindlehurst M, 13:1, 6

Project 2000 and local staff nurse development, Robinson J, Rex S, Boorman L, 13:4, 32

Purchasing for health gain, Rye D, 13:1, 3

0

Quality professional service, A, Wright A, 13:6, 40

Quality strategy in nurse education, Close A, MacNeil M, 13:5, 52

R

Ramsamy S see Ashmore R Redding M see Stark S

Reed S see Crotty M

Reforming community care, Rye D, 13:3, 3 Report writing for managers, Applin L, 13:3, 7

Research-based approach to nursing care, Burroughs J, 13:6, 46

Research in nursing, part 2, Chambers M, Coates V, 13:1, 40

Residualism by attrition, North N, 13:4, 5 Responding to special needs, Sines D, 13:1, 5

Rex S see Robinson J

Riseborough R, Taylor M, The scenario approach in mental health studies, 13:3, 36

Robinson D, Hand-held computers in clinical audit, 13:3, 14

Robinson J, Rex S, Boorman L, Project 2000 and local staff nurse development, 13:4, 32

Role conflict of the forensic nurse, The, Burrow S, 13:5, 20

Ryan T, Insider ethnographies, 13:6, 36 Rye D, Care for the mentally ill, 13:5, 3

- Leading questions, 13:2, 3

- Purchasing for health gain, 13:1, 3

Reforming community care, 13:3, 3
Strategic change in the NHS, 13:6, 3

- Strategy for nursing research, 13:4, 3

S

Sanderson C *see* Jones J Savage P, Ethical boundaries, 13:3, 5 Scenario approach in mental health studies, The, Riseborough R, Taylor M, 13:3, 36

Shared practice in community nursing, Mackenzie A, Twinn S, Cowley S, 13:4, 36 Shattock A *see* Braithwaite D

Sines D, Responding to special needs, 13:1, 5

Spencer A, Managing change in organisations, 13:3, 18

Stanton A, Managing educational change, 13:2, 5

Stark S see Braithwaite D

Stark S, Redding M, A profile of part-time students, 13:6, 48

Strategic change in the NHS, Rye D, 13:6, 3

Strategy for nursing research, Rye D, 13:4, 3

Swindlehurst M, Project management, 13:1, 6

T

Taking forward your human resource agenda, Brierley S, 13:6, 5

Tate C, Nursing futures, 13:5, 3

Taylor, M, The nurse-patient relationship, 13:5, 14; *see also* Riseborough

Teacher preparation into the 21st century, Neary M, 13:3, 32

Teaching and learning activities in Project 2000, Crotty M, 13:6, 10

Teaching nursing research, Cavanagh S, Coffin D, 13:4, 51

Team and primary nursing: a reply, Johns C, 13:1, 32

Theory-to-practice links, Mallik M, 13:4, 41

Thomas S, Caring on the outside, 13:4, 28; see also Buchan J

Toms E, Patient-teaching, 13:1, 37 Twinn S see Mackenzie A

U

Under evaluation, Buchan J, 13:6, 29

W

Wimpenny P, The paradox of Parse's theory, 13:5, 10

Winson G, Career paths of nurse graduates, 13:1, 50

— Comparing degree and diploma courses, 13:5, 37

With mothers in mind, Bond M, 13:3, 23

Woodrow P, A case for humanism in nurse education, 13:5, 46

Wright A, A quality professional service, 13:6, 40

